

**Catonsville Educational Center (CEC)**  
**at the**  
**Regional Institute for Children and Adolescents (RICA)**  
**Reopening Plan for 2020-2021**

**Virtual Learning: September 8, 2020 – January 29, 2021**

**If safe to do so, hybrid or all virtual February – June 2021**

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## **RICA/CEC**

In 1984, RICA-Baltimore/CEC was accredited by The Joint Commission with the Gold Seal of Approval and has maintained its accreditation since that time. The Gold Seal of Approval is an internationally recognized symbol of quality that indicates this organization is committed to the highest level of student safety and care.

RICA-Baltimore/CEC provides individualized treatment programs to meet the needs of each individual student, relying on clinical, educational, family, and community resources so that adolescents may return to and function appropriately in the home, school, and community. The school is approved by the Maryland State Department of Education as a public separate day school and residential treatment program. RICA-Baltimore offers General Education and Special Education services for students in middle school (grades 6, 7, and 8) and secondary school (grades 9 through 12). In addition, RICA-Baltimore/CEC is licensed by the Maryland Department of Health.

The students that attend RICA-Baltimore/CEC come from all over the State of Maryland. Residential admission is open to qualifying adolescents from all the counties in Maryland. However, day students must reside in Baltimore County, Baltimore City, Anne Arundel County or Howard County.

### **Educational Program**

The education program at RICA/CEC offers special education services to middle school and high school students. The goal of the school program is to provide students with a comprehensive education that will enable them to achieve their potential and be prepared to be independent contributing members of society. The school is committed to providing a rigorous curriculum with individualized accommodations and modifications to meet student needs. The educational program is challenging yet supportive.

Each student's education schedule is based upon academic goals and educational needs. Careful consideration is given to prior school records and history. The individual schedule reflects the necessary graduation requirements for the State of Maryland and respective Local School System. The teachers at RICA-Baltimore/CEC follow the Maryland State Curricula, in addition to the Baltimore County Curricula.

The school provides related services, which include, individual and group therapy provided by licensed clinical social workers and psychologists, medication management services provided by child and adolescent psychiatrists, speech and language services, art therapy, movement therapy, and occupational therapy provided by licensed providers. The school also provides nursing services and behavioral support services.

The Educational team at CEC is comprised of teachers, instructional assistant and related service providers from several different agencies. Most of the educational staff is provided through an

agreement with Baltimore County Public Schools. There are a small number of teachers and assistants on staff through an agreement with Baltimore City Public Schools. The remainder of the educational staff are State of Maryland employees.

Due to this unique configuration of school staff, with the majority of the teaching staff being Baltimore County Public School employees and working under the Master Agreement between BCPS and TABCO and ESPBC, RICA-Baltimore/CEC primarily follows the policies and procedures established by the Baltimore County School System. Therefore, RICA-Baltimore/CEC's plan for reopening in the fall of 2020 is very closely aligned to Baltimore County Public Schools (BCPS) Reopening Plan.

This document will detail Baltimore County Public Schools' Reopening Plan that RICA-Baltimore/CEC will use as a guide. However, RICA/CEC will make specific modifications to the BCPS reopening plan as needed to meet the needs and requirements specific to the RICA/CEC program. These modifications will be detailed in an easily identifiable text box.

## **BCPS**

### **Vision for Reopening**

Baltimore County Public Schools (BCPS) is committed to providing a high-quality education for all students that focuses on equity, raises the bar, closes gaps, and prepares each student for the future. Following the worldwide COVID-19 pandemic and the subsequent mandated closure of schools during the spring and summer of 2020, BCPS has created this reopening plan to ensure that the safety of our students, families, and staff is prioritized while seeking to maximize learning, as that is our core purpose.

### **Requirements**

In accordance with *Maryland Together*, the Maryland State Department of Education (MSDE) recovery plan for education, the following is a list of non-negotiables that each local school system must include in its recovery plan.

School systems must:

1. Publish their recovery plans by August 14, 2020;
2. Establish a Recovery Plan Stakeholder Group;
3. Ensure that the MD College and Career Readiness Standards are taught;
4. Determine where students are instructionally early in the school year;
5. Include the system's equity plan in its recovery planning;
6. Develop a plan for monitoring and tracking attendance when students are engaged in distance learning;
7. Adhere to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act;
8. Follow procedures that are developed by MSDE, the Maryland Department of Health, and guidance from the Centers for Disease Control and Prevention (CDC) for an individual who tests positive for COVID-19;
9. Follow the safety protocols for collection of materials, cleaning of schools and facilities, daily cleaning, and nutrition as established by MSDE in collaboration with the Maryland Department of Health and CDC guidance;
10. Follow protocols for the safe transportation of students to and from school;
11. Develop a communication plan;
12. Utilize the COVID-19 Checklist in the development of the recovery plan; and
13. Align local decisions for the resumption of athletics with the *MPSSAA Roadmap Forward for Interscholastic Athletics*, MSDE, and local school system educational and health and safety decisions.

## Resources and Stakeholder Input

The following documents, along with stakeholder input, informed the BCPS recovery plan. This plan was assembled in collaboration and consultation with the BCPS Design Team; BCPS Recovery Stakeholder Group; national, state, and school system leaders; and other educators and experts.

- *Maryland Together: Maryland's Recovery Plan for Education*
- BCPS Fall Reopening Survey
- The BCPS Recovery Plan Stakeholder Group
- Sixteen (16) stakeholder input sessions, including input from:
  - AFSCME, BCPSOPE, CASE, ESPBC, and TABCO;
  - Superintendent's Advisory Councils (Student, Parent, Teacher, Business, Principal);
  - Area Education Advisory Councils;
  - International Parent Leadership Academy (parents of students who are English Learners);
  - Special Education Citizens Advisory Council (SECAC);
  - Citizens Advisory Committee for Gifted and Talented Education (GTCAC);
  - NAACP; and
  - Parents, students, and staff from communities disproportionately impacted by COVID-19.

### **RICA/CEC Resources and Stakeholder Input**

- Stakeholder input sessions, including input from:
  - RICA/CEC Executive Board
  - RICA/CEC parents
  - Baltimore County Public School Teachers
  - Baltimore City Public School Teachers
  - State of Maryland Teachers
  - Non-Public Office representatives from Anne Arundel County, Baltimore City, Baltimore County and Howard County
  - Baltimore County Public Schools Office of Transportation

## BCPS Guiding Principles for Reopening Schools

As reopening planning began, BCPS developed guiding principles that serve as the lamppost against which our efforts are compared.

1. We will promote the **health, welfare, and safety** of our students, staff, and families while **maximizing learning**.
2. We will prioritize **social-emotional learning** and community building.
3. We will provide **high-quality teaching and learning** to all students.
4. We will **mitigate educational inequities** by utilizing structures and supports that respond to the conditions that impact our varied populations as informed by data.
5. We will provide **additional supports and differential learning opportunities for the students who need them most**. For example, students with interrupted access to education, students with disabilities, English learners, and students living in poverty.
6. We will provide our students and families with the **resources that enable the varied populations to fully participate** in and take advantage of our instructional model.

Given these guiding principles, the BCPS Reopening Plan is organized around the pillars of health, welfare, and safety; high-quality teaching and learning, social-emotional learning, and community building; and equity and additional supports.

### **RICA/CEC Additional Guiding Principle**

We will continue to provide quality mental health treatment and educational services, in a virtual setting, to students with an emotional disability and their families with a focus on reintegrating the student into the community.

## Health, Welfare, and Safety

### COVID-19 in Baltimore County

Throughout the mandated closure of schools, Baltimore County, Maryland, has had the state's third highest count of confirmed COVID-19 cases, outpaced only by Prince George's and Montgomery counties. As of July 16, 2020, Baltimore County had more than 9,153 confirmed cases of COVID-19, with all areas and zip codes within the county experiencing positive COVID19 cases.

### **RICA/CEC COVID 19 in Baltimore City**

Due to the location of our school in Baltimore City and the employment of Baltimore City Public School employees we must consider the impact of COVID-19 in Baltimore City.

As of August 9, 2020, Baltimore City had more than 12,720 confirmed cases of COVID 19.

### The Start of School Year 2020-2021

The 2020-2021 school year will begin on Tuesday, September 8, 2020. **Students will begin the school year engaging in virtual instruction, which will continue through the end of the first semester on January 29, 2021.** Prior to the start of the school year, BCPS will provide school staff with a day to report to their classrooms to gather the necessary materials to teach and provide services from home. Additional opportunities to refresh materials and teaching supplies during the period of virtual instruction will be offered as conditions allow and as needed by school staff. Adults will be required to wear face coverings in all public areas while on BCPS property and adhere to health guidelines.

Schools will maintain a bell schedule, and the amount of live instruction provided by teachers will increase as compared to what was provided during the Continuity of Learning this past spring. Schools will have flexibility in creating a bell schedule that maximizes learning based on student need. Students will receive live instruction from teachers every day between a minimum of 2 hours and up to 3.5 hours and will then have up to 3 hours of independent work. The delivery structure or instructional interval for the hours of live instruction will vary based upon the developmental age of the students, research on effective models for online instruction, and course enrollment. Student attendance will be recorded daily, and teachers will follow traditional grading and reporting procedures for student work and assignments. Special education and related services will be provided in accordance with all applicable local, state, and federal regulations.

As the first semester ends, and if it is safe to do so, BCPS will implement a hybrid instructional approach for the second half of the school year. This hybrid approach will prioritize bringing identified and targeted students back for in-person instruction for a few days a week on a rotating basis while still offering parents the choice of a full-time virtual learning approach. This plan prioritizes the health, welfare, and safety of students and staff while maximizing learning for students given the prevalence of COVID-19 in Baltimore County. Details on the window of parent choice and identified students will follow.

However, upon arrival to the facility, teachers and instructional assistants will need to enter through the Central Nursing Office (CNO) entrance prior to being allowed in the school building. Upon entrance, they will have their temperature taken by a nursing staff member and be required to complete a short COVID-19 screening questionnaire. The employees will also be required to wear a mask covering mouth and nose and maintain a six-foot social distance from other employees when on school and facility grounds.

RICA/CEC will offer students synchronous instruction from 8:45-3:05 on Mondays, Tuesdays, Thursdays and Fridays. The students will receive independent learning activities and asynchronous instruction on Wednesdays. Teachers will have office hours on Wednesdays as well for parent and student check in.

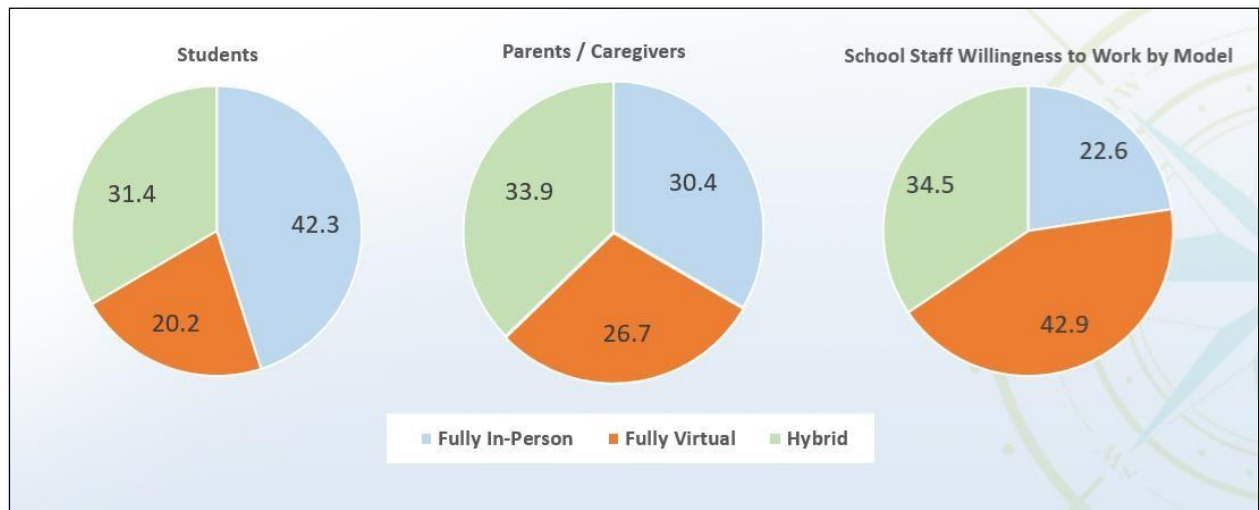
Teachers will be given the option to teach virtually from their classroom on pre-approved dates and times.

## **The Decision on Virtual Learning**

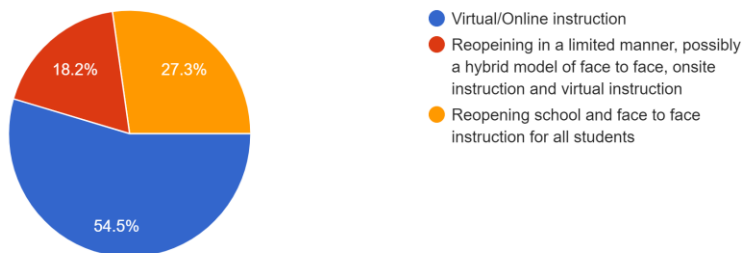
BCPS issued a public reopening survey after the end of the 2019-2020 school year. In addition to the 16 stakeholder input sessions, the public survey garnered over 52,000 responses from students, parents/caregivers, community members, and central office and school-based staff. The survey asked, among other considerations, for respondents to rank their preferred model of instruction to start the coming school year: 100% in-person instruction, a combination of in-person and virtual instruction, and 100% virtual instruction. There was not clear agreement among the model preferences of students, school-based staff, and parents/caregivers, so the BCPS Design Team continued to consider starting the 2020-2021 school year with a 100% in-person learning or a hybrid model of synchronous (live) and asynchronous (anytime) instruction.

As the team examined these models further, several implementation challenges detailed below emerged that reduced the feasibility of implementing each model. Therefore, the decision to begin the school year with 100% virtual instruction was made based on the rising COVID-19 infection rates as of July 16, 2020, and the medical models, which predict a second increase in COVID-19 infections after the start of the 2020-2021 school year. Reopening model preferences by stakeholder group and implementation challenges of in-person and hybrid instruction are shown below.

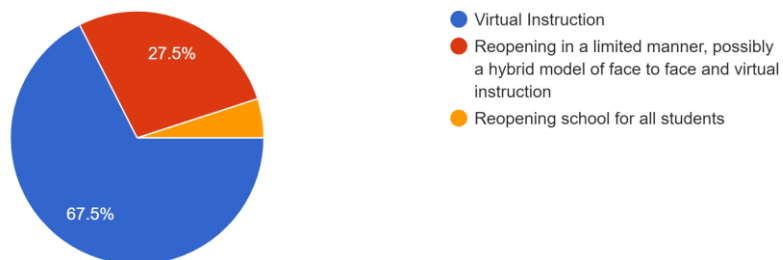
## Reopening Model Preferences



### RICA/CEC Parent/Guardian Responses:



### RICA/CEC School Staff Responses:



## **Implementation Challenges to In-Person and Hybrid Instruction**

### *Safety*

- Enforcing compliance with social distancing and health guidelines
- Increasing risk of COVID-19 exposure
- Potential staffing challenges

### *Transportation*

- Social distancing guidelines that reduce bus capacity to between 9-22 passengers
- On a typical day BCPS transports over 80,000 students to and from school
- At least 72% of parents said they would want their children to take the bus with social distancing rules

### *Meal Service*

- Providing safe and efficient meal service without cafeteria utilization

#### **RICA/CEC Transportation**

- Social distancing guidelines that reduce alternate transportation vehicles (cabs, vans) capacity to 1-2 students per vehicle
- Local school systems may not provide transportation to RICA/CEC if their school system is only offering virtual instruction

## **High-Quality Teaching and Learning, Social-Emotional Learning, and Community Building**

BCPS will institute enhancements to its virtual instructional approach in order to maximize teaching and learning. These enhancements are a product of the many lessons learned during the emergency school closure in the spring and feedback from students, parents, teachers, and administrators. Beginning in the fall of 2020, the virtual instructional approach will differ from the spring Continuity of Learning in ways that it will enhance the instructional experience.

Virtual instruction will now: (1) contain strengthened alignment to MD College and Career Ready Standards; (2) include diagnostic curriculum tasks to determine unfinished student learning; (3) provide live instruction with teachers on the designated school days for every course; (4) include up to 3.5 hours of daily synchronous (live) teaching; and (5) include up to 3 hours of daily independent, asynchronous (anytime) learning, which may include additional small group instruction on a rotation.

### **RICA/CEC**

Virtual instruction will now: (1) contain strengthened alignment to MD College and Career Ready Standards; (2) include diagnostic curriculum tasks to determine unfinished student learning; (3) provide live instruction with teachers on the designated school days for every course; (4) include up to **3.75** hours of daily synchronous (live) teaching; and (5) include up to 3 hours of daily independent, asynchronous (anytime) learning, which may include additional small group instruction on a rotation.

Instructional Assistants will also be assigned to classes for direct instruction and will be available on Wednesdays to assist students individually.

Teachers will be on duty Monday through Friday with Wednesday held as a day for targeted student intervention, asynchronous (anytime) instruction, individual and collaborative planning, and professional learning. Teachers will take student attendance daily and will adhere to traditional grading and reporting procedures as outlined in the *BCPS Grading and Reporting Procedures Manual*.

RICA/CEC will adhere to the RICA/CEC grading policy that is closely aligned to the BCPS Grading Procedures.

### Sample Teacher Week-at-a-Glance\*

Monday and Tuesday		Wednesday	Thursday and Friday
<b>AM</b>	Instruction (Live and Anytime)	Live Individualized Student Support, Check-ins for Identified Students	Instruction (Live and Anytime)
	Lunch/Planning	Lunch	Lunch/Planning
<b>PM</b>	Instruction (Live and Anytime)	Professional Learning, Meetings, Collaborative and Individual Planning	Instruction (Live and Anytime)

### RICA/CEC Sample Teacher Week-at-a-Glance

	Monday & Tuesday	Wednesday	Thursday & Friday
AM	Live Instruction – (2 or 3) 45 Minute classes	Live Individualized Student Support, Check ins, Office Hours	Live Instruction – (2 or 3) 45 Minute classes
Lunch			
PM	Live Instruction – (2 or 3) 45 Minute classes	Professional Learning, Weekly Staff Meetings, Planning	Live Instruction – (2 or 3) 45 Minute classes

\*Actual time periods of classes, lunch, and planning time will vary based on the school bell schedule.

### Sample Student Week-at-a-Glance\*\*

Monday and Tuesday		Wednesday	Thursday and Friday
<b>AM</b>	AM Classes with Teachers, Independent Work	Individualized Support, Teacher Check-ins*	AM Classes with Teachers, Independent Work
	Lunch/Recess/Break	Lunch	Lunch/Recess/Break
<b>PM</b>	PM Classes with Teachers, Independent Work	Independent Work	PM Classes with Teachers, Independent Work

\*\* Actual time periods of classes, lunch, and independent work time will vary based on the student's schedule.

**RICA/CEC Sample Student Daily/ Monday Tuesday, Thursday, Friday**  
**Wednesday-Check in, additional instruction as needed**

A Lunch	Bell Schedule	B Lunch	Bell Schedule
Homeroom	8:30-8:40	Homeroom	8:30-8:40
1	8:45-9:30	1	8:45-9:30
2	9:35-10:20	2	9:35-10:20
3	10:25-11:10	3	10:25-11:10
A Lunch	11:15-11:45	4	11:15-12:00
4	11:50-12:35	B Lunch	12:05-12:35
5	12:40-1:25	5	12:40-1:25
6	1:30-2:15	6	1:30-2:15
7	2:20-3:05	7	2:20-3:05

## Daily Learning Expectations

Each day, elementary students will have an opportunity to:

- ✓ Receive live, virtual instruction from their teacher for between 2 and 3.5 hours each day, 4 days each week.
- ✓ Join their classmates for class meetings and social-emotional learning.
- ✓ Engage in small groups for instruction as needed.
- ✓ Work independently on assignments and projects.
- ✓ Take movement breaks and screen breaks throughout the day.
- ✓ Have lunch and playtime independently and with family.
- ✓ Participate in special area class instruction in art, music, library, and physical education.

Each day, middle or high school students will have an opportunity to:

- ✓ Receive live, virtual instruction in all their courses for a total of 3.5 hours each day, 4 days each week.
- ✓ Engage in small groups for instruction as needed.
- ✓ Request individual support from their school counselor.
- ✓ Work independently on assignments and projects.
- ✓ Take movement, lunch, and screen breaks throughout the day.

## RICA/CEC Daily Learning Expectations

RICA/CEC offers educational and mental health services to students in grades 6-12. RICA/CEC does not have an elementary program.

## Social-Emotional Learning

In addition to our enhanced instructional approach, BCPS will emphasize social-emotional learning (SEL) and community-building for students, staff, and families. Every effort will be made to reconnect, heal, and build as staff and students convene in virtual spaces. Research and guidance into the reopening of schools stresses the importance of SEL instruction, SEL supports, and community building. To support reopening, the Department of Social-Emotional Supports is developing additional strategies, support documents, and recommendations/guidance in the following areas for student and staff well-being.

Student Well-Being	Staff Well-Being
<ul style="list-style-type: none"><li><input type="checkbox"/> Promote healing and build community (in light of COVID-19, race and racism issues).</li><li><input type="checkbox"/> Use universal strategies to identify student concerns and needs.</li><li><input type="checkbox"/> Provide a system of supports and interventions for student social emotional well-being, mental health, and overall wellness.</li><li><input type="checkbox"/> Continue student and family outreach and support.</li><li><input type="checkbox"/> Offer professional learning for related services providers to address student social-emotional well-being.</li><li><input type="checkbox"/> Expand the Culture of Care initiative and Mind Over Matters campaign.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Promote healing and build community (in light of COVID-19, race and racism issues).</li><li><input type="checkbox"/> Support staff's social-emotional wellbeing, mental health, and overall wellness.</li><li><input type="checkbox"/> Support school leaders and central office-based leaders.</li><li><input type="checkbox"/> Expand the Culture of Care initiative and Mind Over Matters campaign.</li></ul>

### **RICA/CEC Social Emotional Health Services**

Students will receive weekly individual and/or group therapy as specified in their IEP/ICLP. This service will be provided virtually by a licensed clinical social worker or psychologist.

## Safety and Security

To promote the safety and security of any staff working at school sites, visitors to school buildings will be restricted during virtual learning, and visits will be on an appointment-only basis. Emergency plans and procedures are under review to determine the necessary frequency of safety drills during virtual instruction.

**RICA/CEC Safety and Security**

Visitors are restricted from entering the school. All employees seeking entrance to the school must enter through the CNO entrance and complete a COVID-19 screening questionnaire and have their temperature taken prior to entering the building.

**Food and Nutrition Services**

BCPS recognizes that meal provision is an essential support to many of our students. Mobile Meal sites will be available for all students to pick up meals, as they were this past spring. Food and Nutrition team members will wear face coverings and gloves to keep safe, and social distancing will be maintained as meals are distributed. In addition, all food items will be wrapped and bagged appropriately, and distribution areas (tables, carts) will be sanitized frequently throughout meal service.

**RICA/CEC Food and Nutrition Services**

RICA/CEC does not offer mobile meal services to our day students. However, meals are provided to day students at their home county designated sites. Additionally, RICA/CEC does have a Food Bank and provides food to families who request assistance.

**Athletics and Extra-Curricular Activities**

Sports conditioning and extra-curricular activities may continue virtually, if possible. Based on student and adult safety, and the current prevalence of COVID-19, the start of the athletic season will be postponed while instruction is virtual and until it is safe to conduct all the various facets of organized team sports (e.g., group practice, equipment sharing, use of locker room facilities, etc.). COMAR waivers allow each school system to determine the start and end dates of each sport season and, as such, the Office of Athletics is working to reimagine how interscholastic athletics may proceed. Additional details and information will be forthcoming.

**RICA/CEC Athletics and Extra-Curricular Activities**

RICA/CEC will not be offering extra-curricular activities at this time.

## **Equity, Resources, and Additional Supports**

Educational equity involves providing each student what he, she, or they need in order to assist them in reaching their potential and preparing them for college and/or careers. BCPS will continue to provide the technological resources and additional supports to students who need these supports the most. Among those students whose needs demand equity are our students who are disproportionately impacted by structural inequities, students with disabilities, English learners, students who are living in and experiencing poverty, and students with limited to no educational engagement during the Continuity of Learning this past spring. Additional consideration may also be given to students at the transitional grade levels: Kindergarten, Grade 6, and Grade 9.

Our educational options programs will continue to operate virtually and will offer additional educational supports for students who have traditionally needed them. Our Extended Day Learning Program (EDLP) will provide instruction and support to high school students seeking credit recovery and/or acceleration of course completion from September – June in alignment with the BCPS academic calendar. The EDLP provides access to students during weeknight evening hours and on Saturday mornings. BCPS will continue to ensure that students are receiving timely, frequent, and direct supports during virtual implementation of self-paced blended learning in the EDLP.

Additionally, the School Programs for the Acceleration and Recovery of Credits (SPARC) will continue to provide instruction and support to high school students seeking credit recovery and/or acceleration of course completion at each BCPS high school site. The SPARC program implementation is determined at the school level based upon student needs and may be implemented during the day, after school or on weekends. High schools will continue to ensure that students are receiving timely, frequent, and direct supports during virtual implementation of self-paced blended learning in SPARC.

RICA/CEC does not offer an Extended Day Learning Program (EDLP) or the Schools Program for the Acceleration and Recovery of Credits (SPARC).

## **Technology**

BCPS will continue to provide technology and resources to students and families in order to enable their full participation in our instructional program. Chromebook distribution will continue in Grades K-12 until a 1:1 student to device ratio is achieved. BCPS will continue to provide mobile hot spots for students without home Internet connectivity. Additionally, BCPS will purchase

### **RICA/CEC Technology**

RICA/CEC will also provide laptop computers and hot spots for Internet connectivity to day students without technology. RICA/CEC also provides laptop computers to current residential students and Internet connectivity is available.

Bluetooth headsets and web-cameras for teachers in order to improve their ability to deliver instruction virtually. Paraeducators will also be provided with devices so that they may support virtual instruction.

### **Additional Supports for Students Who Need Them Most**

Additional small group instruction/support sessions will be provided to identified students in order to meet their need for additional academic or social-emotional support. This will occur on Wednesday mornings. Moreover, each school will provide extended learning opportunities that are site-based, and occur either before school, after school, and/or on weekends. These extended learning opportunities may include one-on-one and/or small group instructional support from teachers and paraeducators.

#### **RICA/CEC Additional Supports for Students Who Need Them Most**

Additional small group instruction/support sessions will be provided to identified students in order to meet their need for additional academic or social-emotional support. This will occur on Wednesday mornings. However, extended learning opportunities may only occur before or after school.

### **Provision of Special Education and Related Services**

BCPS continues to provide a free, appropriate, public education (FAPE) to students with disabilities. FAPE will be provided in the virtual setting to address each student's unique needs through supports and services to positively impact their academic growth, communication skills, emotional/behavioral, mental and physical health as identified in their Individualized Education Program (IEP). FAPE will be provided consistent with the need to protect the health and safety of the students and those individuals providing special education and related services.

### **Family Supports and Communication**

BCPS will support families and staff in planning for virtual learning through both traditional and new outreach strategies. While clear information on [www.bcps.org](http://www.bcps.org) will continue to be a priority, staff will reach out to families with a back-to-school campaign using multiple and ongoing strategies including automated messages, informational events, and by providing practical tips through Parent University, TV and radio, and through parent networks. These supports will include virtual learning tips, access to learning materials including technology, tech support, and family health education (e.g., COVID-19, mental health).

BCPS will welcome students and staff back by celebrating the first week of school and launching a social media campaign focused on what students and staff are learning. In preparation for phasing in hybrid learning at some grade levels, outreach will focus on helping parents make an informed choice between continuing with 100% virtual learning and opting for a mix of in-person and virtual lessons. We will also help families prepare for new routines and expectations at school, including checking for symptoms at home, social distancing, and wearing face coverings on BCPS property. Throughout the coming months, BCPS will seek opportunities for students to promote healthy messages and habits.

#### **RICA/CEC Family Supports and Communication**

RICA/CEC will reach out to families through email communications, phone calls, and “Omnilert”, our emergency notification and alert system. Additionally, family therapy sessions may be scheduled virtually with the student’s clinical social worker.

RICA/CEC will send out students’ schedules, handbooks, and technology support information through the mail and electronically.

#### **Key Dates**

**September 8, 2020 – First Day of School:** Virtual learning will begin for all students, K-12, and end on January 29, 2021.

**December 1-18, 2020:** BCPS will survey families. If safe to do so, families will have the option to continue virtual learning or to opt into hybrid instruction for the remainder of the school year.

**February – June 2021:** If it is safe to do so, BCPS will implement a hybrid instructional model with in-person and virtual learning. Full-time virtual learning will remain an option for parents.

#### **RICA/CEC Key Dates**

**September 8, 2020 – First Day of School:** Virtual learning will begin for all students, K-12, and end on January 29, 2021.

**February – June 2021:** If it is safe to do so, RICA/CEC will implement a hybrid instructional model with in-person and virtual learning.

## Appendix A: COVID-19 Mitigation Strategies

The following section contains information regarding the various measures BCPS will take to promote safety and mitigate the spread of COVID-19.

### Mitigation Strategies

BCPS will implement mitigation strategies to disrupt and prevent the spread of COVID-19. Strategies include staff screening for symptoms at home and prior to working, social distancing (face coverings and six-foot distance), and reduction or elimination of shared items.

#### *Screen for Symptoms at Home and Prior to Working*

- Employees will complete the *COVID-19 Employee Expectations and Acknowledgement Form*, asserting that they are:
  - Fever and symptom free.
  - Not under quarantine or isolation order.
  - Not awaiting test results.
- Ongoing staff education
- Immediate isolation and exclusion of staff with symptoms

#### *Six-Foot Distance*

- Limited number of persons in building enables consistent adherence to six-foot social distancing
- Closed communal lunch rooms
- Closed or limited occupancy of meeting rooms
- Limited occupancy in rest rooms
- Required appointments for all visitors

#### *Face Coverings*

- Required at all times in public areas of the building □ Breaks permitted if more than six feet apart.

#### *Shared Items*

- Reduce or eliminate shared items
- Establish procedures for cleaning of shared items between use (e.g., copier, fax, etc.)

### **RICA/CEC Mitigation Strategies**

#### *Screen for Symptoms at Home and Prior to Working*

- Upon entry to the facility, employees will complete the *Initial Screening Questionnaire* & agree to submit to a temperature check.

#### *Face Coverings*

- Per the Maryland Department of Health Mask and Face Policy. Every employee of RICA/CEC must wear a face covering at all times while in the building
- Breaks are permitted when more than six feet apart when outside or alone in an office

## **Facility Cleaning, Sanitization, and Organization**

BCPS will implement more frequent and high-impact cleaning and sanitization practices in accordance with Baltimore County Department of Health (BCDH) and CDC guidelines. Hand sanitizer stations will be provided in school lobbies. Frequently touched surfaces will be cleaned mid-day, and every Wednesday high-impact cleaning of the school will occur. Schools will be examined for proper ventilation and adequate nursing suite space to include the ability to isolate and quarantine individuals during the work day. BCPS will evaluate social distancing products (e.g., signage and placards, etc.) for purchase by schools.

## **Responding to Positive COVID-19 Cases**

In the event that a staff member tests positive for COVID-19, the following procedures will be followed:

1. Staff member will be required to notify principal/supervisor of positive test or quarantine due to exposure.
2. Schools/offices notify Office of Health Services, which will identify and notify close contacts immediately.
3. Office of Health Services will consult with Baltimore County Department of Health (BCDH).
4. Office of Health Services will notify entire facility (school or building staff) of confirmed case by next work day.
5. School cleaning and closing decision (if indicated) based on BCDH guidance.
6. Persons who test positive will isolate at home for minimum of 10 days including 3 days symptom-free.
7. Close contacts will quarantine for 14 days.

Aspects of this plan may be adjusted as conditions warrant. Please check [www.bcps.org](http://www.bcps.org) for updates on the reopening of schools for 2020-2021 school year.

**RICA/CEC Responding to Positive COVID-19 Cases**

In the event that a staff member working on site tests positive for COVID-19, the following procedures will be followed:

1. Staff member will be required to notify principal/supervisor of positive test or quarantine due to exposure.
2. If testing is completed on site, the designated infection control staff shall promptly communicate a positive COVID-19 test to an employee.
3. The employee shall take applicable sick leave, or advanced sick leave if applicable, pursuant to the State's Pandemic Flu and Other Infectious Diseases Attendance and Leave policy, issued March 18, 2020.
4. An employee with a positive COVID-19 test result shall not be permitted to resume direct care of patients or residents until the return to work conditions in III, Section C (Testing), 2, c are fulfilled as identified in the State's Pandemic Flu and Other Infectious Diseases Attendance and Leave policy, issued March 18, 2020..
5. For a positive COVID-19 test, regardless of source, the employee shall not report to work and should use paid leave or other leave options, including sick or advanced sick leave as applicable. The employee should return to work in accordance with the [CDC Criteria for Return to Work for Healthcare Personnel with SARS-CoV-2 Infection](#).
6. RICA/CEC may notify an employee's immediate work unit or team that the employee has tested positive for COVID-19 within 24 hours of the test result receipt and schedule that/those employee/s for COVID-19 testing at the earliest possible facility testing event and take additional infection control steps as appropriate. MDH facilities that have nursing home units shall comply with the relevant MDH order.
7. RICA/CEC shall designate a central point of contact (with designated alternates) for employee questions including monitoring or treatment of symptoms while awaiting results. Each point of contact shall agree to and sign a confidentiality agreement to protect employees' protected health information.
8. RICA/CEC shall take all reasonable precautions for the protection of each employee's protected health information when storing, transmitting, or informing personnel of COVID-19 test information and results.

## **Appendix B: BCPS Fall Assessment Plan**

### **Diagnostic Tasks and Curriculum-Based Assessments**

BCPS is creating diagnostic tasks in each grade level, content area, and course in order to diagnose unfinished learning during the spring 2020 Continuity of Learning. These diagnostic assessments will provide teachers with information on students' mastery of critical content and prerequisite skills. The diagnostic tasks will be administered early in the school year, during the first marking period. Teachers will then be able to use students' present performance levels along with the adjusted curricular scopes and sequences, to develop instruction and learning pathways tailored to student needs.

In addition to the diagnostic tasks, teachers will continue to administer the BCPS end-of-unit curriculum-based (periodic) assessments in order to monitor student progress. Details regarding the assessment windows for each course, content and grade level will be shared once the adjusted curriculum scopes and sequences have been finalized.

### **System-wide Assessments: MAP, PSAT, and SAT**

The fall administration of the Measures of Academic Progress (MAP) is cancelled. The winter administration will be postponed and is tentatively scheduled to occur beginning in February 2021.

BCPS has investigated the possibility of offering a fall SAT Day and our regular administrations of the PSAT. As school is 100% virtual and buildings are not open to groups of students in order to promote the health, welfare and safety of students and staff, the fall administrations of SAT Day and the PSAT will be cancelled through November 13, 2020, which is the end of marking period one. During this time, BCPS high schools will not host Saturday administrations of the SAT while buildings remain closed to the public. BCPS will monitor health conditions and make adjustments these decisions as conditions warrant. The offices of college and career readiness and assessment are investigating how BCPS can support students who wish to participate in private administrations of these assessments. Additional information will be forthcoming.

### **Selected Individual Student Assessments**

In order to remain in compliance with local, state, and/or federal requirements, BCPS may hold in-person, one-on-one assessment opportunities for students in unique circumstances, including, but not limited to students seeking early entry into Kindergarten and/or students with disabilities who require assessment as a part of the initial or reevaluation processes as required by law. During these assessments, all individuals will be required to follow health and safety guidelines as outlined by Baltimore County Public Schools and the Baltimore County Department of Health to promote the health, welfare, and safety of students and staff.

### **State-mandated Assessments: Kindergarten Readiness Assessment**

The Kindergarten Readiness Assessment (KRA) cannot be administered virtually, so BCPS will not be providing this assessment this fall.

## **Appendix B: RICA/CEC Fall Assessment Plan**

### **Diagnostic Tasks and Curriculum-Based Assessments**

RICA/CEC will utilize informal diagnostic techniques and tools to assess students' instructional levels and mastery of critical content and prerequisite skills. Teachers will then be able to use students' present performance levels along with the adjusted curricular scopes and sequences, to develop instruction and learning pathways tailored to student needs.

### **System-wide Assessments: MAP, PSAT, and SAT**

RICA/CEC does not host administrations of the PSAT or SAT. RICA/CEC will provide students with information, as it becomes available, on testing sites in their local school district.

### **Selected Individual Student Assessments**

In order to remain in compliance with local, state, and/or federal requirements, RICA/CEC may hold in-person, one-on-one assessment opportunities for students in unique circumstances such as for students with disabilities who require assessment as a part of the initial or reevaluation processes as required by law. During these assessments, all individuals will be required to follow health and safety guidelines as outlined by RICA-Baltimore/CEC and the Maryland Department of Health to promote the health, welfare, and safety of students and staff.

### **State-mandated Assessments: Kindergarten Readiness Assessment**

Not applicable.

## Appendix C: Daily Attendance Procedures

BCPS teachers will take attendance using the BCPS Student Information System (SIS). BCPS has outlined the following attendance procedures during virtual instruction that are in alignment with MSDE's COVID-19 Guidance Requirements. In these procedures, attendance is defined as presence and will be recorded for official reporting purposes and for the identification of additional student supports. Middle and high school teachers will continue to take period attendance at the secondary level and which will be recorded in the SIS.

### Live (Synchronous) Attendance Procedures - Monday, Tuesday, Thursday and Friday

BCPS Middle and High School	RICA/CEC
Student logs in to Google Meet for their first meeting period.	Student logs in to Google Meet for their first meeting period.
In the first meeting period of each day, the first meeting period teacher will take roll call.	In the first meeting period of each day, the first meeting period teacher will take roll call.
In the first meeting period of each day, the first meeting period teacher will go into the SIS by the end of their duty day and mark official attendance for that day.	In the first meeting period of each day, the first meeting period teacher will email the school secretary and inform the secretary of official attendance for that day for their first meeting period students.
All other meeting period teachers record period attendance in SIS.	All other meeting period teachers record period attendance their gradebook.





### Anytime (Asynchronous) Attendance Procedures - Wednesday

BCPS Middle and High School	RICA/CEC
Student logs into Schoology during a specific time frame (ex: 8 a.m. – 3 p.m.).	The homeroom teacher or instructional assistant will contact each student on their caseload and check in on each student and provide instructional support as needed. By the end of the work day, the teacher or instructional assistant will inform the secretary of official attendance for that day.
The designated teacher (as identified by the principal) checks the Schoology analytics for the student's last log in.	
By the end of the designated teacher's duty day, the designated teacher (as identified by the principal) goes into the SIS and marks official attendance for the day.	


## Appendix D: BCPS Sample Schedules

### Sample Middle and High School Schedules

Sample Teacher and Student Schedule (Monday, Tuesday, Thursday, and Friday)

Time	Teacher	Student
50 minutes	Period 1 Synchronous	Period 1  Synchronous
40 minutes	Period 1 Small Group Instruction, Targeted Support	Period 1 Independent Time - Asynchronous
50 minutes	Planning	Period 2  Synchronous
40 minutes	Planning	Period 2 Independent Time- Asynchronous
30 minutes	Lunch	Lunch
50 minutes	Period 3 Synchronous	Period 3  Synchronous
40 minutes	Office Hours	Period 3 Independent Time - Asynchronous
50 minutes	Period 4 Synchronous	Period 4  Synchronous
40 minutes	Meeting Times	Period 4 Independent Time- Asynchronous

Sample Teacher and Student Schedule, K-12 (Wednesday)

Time	Teacher	Student
3 hours	Individualized Student Support, Check-ins for Identified Students	Individual Support,  Check-ins with Teachers* Screen Break
30 minutes	Lunch	Lunch
3 hours	2 Hours: Professional Learning or School Meetings 1 hour: Individual or Collaborative Planning	Screen and Stretch Break, Independent Work

## Appendix D: RICA/CEC Sample Schedules (Monday, Tuesday, Thursday, Friday)

Period	Time Schedule	Student	Teacher
<b>Homeroom</b>	8:30-8:40	Homeroom with Educational Case Manager Support, Daily Mindfulness Activity Synchronous	Homeroom with Students on Caseload Support, Daily Mindfulness Activity Synchronous
<b>1<sup>st</sup></b>	8:45-9:30	45 Minutes  Synchronous	45 Minutes  Synchronous
<b>2<sup>nd</sup></b>	9:35-10:20	45 Minutes  Synchronous	Planning
<b>3<sup>rd</sup></b>	10:25-11:10	45 Minutes  Synchronous	45 Minutes  Synchronous
<b>A Lunch</b>	11:15-11:45	30 Minutes Lunch Break	30 Minutes Lunch Break
<b>4<sup>th</sup></b>	11:50-12:35	45 Minutes  Synchronous	45 Minutes  Synchronous
<b>5<sup>th</sup></b>	12:40-1:25	45 Minutes  Synchronous	Planning
<b>6<sup>th</sup></b>	1:30-2:15	45 Minutes  Synchronous	45 Minutes  Synchronous
<b>7<sup>th</sup></b>	2:20-3:05	45 Minutes  Synchronous	45 Minutes  Synchronous

### RICA/CEC Sample Schedule (Wednesday)

Time	Student	Teacher
8:30-9:30 (1 Hour)		School Faculty Meeting
9:35-12:35 (3 Hours)	Individualized Support, Check-ins with Teachers and Instructional Assistants	Individualized Student Support, Check-ins for Identified Students Parent/Guardian Contact
12:35-1:05 (30 Minutes)	Lunch	Lunch
1:05-3:05 (2 Hours)	Screen and Stretch Break, Independent Work	1 Hour: Professional Learning, Team Meetings, School Meetings 1 Hour: Individual or Collaborative Planning

## **Appendix E: Continuity of Learning Plan and Reopening Plan**

During the emergency closure in the spring of 2020, BCPS implemented a Continuity of Learning Plan as required by MSDE. The Fall 2020 Reopening Plan builds on the lessons learned from the Continuity of Learning Plan implementation. Included in the Continuity of Learning Plan were staff roles and responsibilities, methodologies of instruction, delineation of supports for various student groups (e.g., students with disabilities, students who are experiencing homelessness, English Learners, and students who gifted and talented), as well as sample student and teacher schedules. The Fall 2020 Reopening plan builds upon and greatly expands on the Continuity of Learning Plan as a foundation. As detailed in this Reopening plan, the BCPS approach to virtual instruction for the 2020-2021 school year is designed to ensure the delivery of a high-quality education and robust instruction for all students while school occurs virtually. Taken together, the Continuity of Learning and the Reopening Plan show the continuum of services and supports available to all BCPS learners. As such, [the Continuity of Learning](#) plan and associated resources will remain posted on the public Web site, in addition to this Reopening Plan.

### **RICA/CEC Continuity of Learning Plan and Reopening Plan**

The continuity of learning plan was distributed to the local school systems served by RICA/CEC. The Reopening Plan will also be distributed to the local school systems. Both plans are available to parents upon request.

## **Appendix F: BCPS Stakeholder Recovery Group and Design Team**

### **Stakeholder Recovery Group**

- Cabinet Lead: William Burke, Chief, Division of Organizational Effectiveness
- Dr. Renard Adams, Senior Executive Director, Division of Curriculum and Instruction
- Nick Argyros, President, BCPS Organization of Professional Employees
- Jackie Brewster, Chair, Southeast Area Education Advisory Council
- Barbara Burnopp, Senior Executive Director, Division of Business Services
- Allison Carter, Teacher, Teachers Association of Baltimore County
- Tom DeHart, Executive Director, Council of Administrative and Supervisory Employees
- Bryan Epps, President, American Federation of State, County and Municipal Employees
- Bre Fortkamp, Principal Representative, Association of Elementary School Administrators
- Aimee Freeman, Chair, Central Area Education Advisory Council
- Seleste Harris, UniServ Director, Maryland State Education Association
- Matthew Jochmans, Teacher, Teachers Association of Baltimore County
- Charlene Maul, Principal Representative, Secondary School Administrators Association
- Marlene Pearson-Colleton, Chair, Southwest Area Education Advisory Council
- Lori Phelps, President, Association of Elementary School Administrators
- Craig Reed, President, Secondary School Administrators Association
- Sandra Reed, Principal Representative, Secondary School Administrators Association
- Cindy Sexton, President, Teachers Association of Baltimore County
- Donna Sibley, Coordinator, Area Education Advisory Council
- Deb Somerville, Coordinator, Health Services
- Tiffany Stith, Co-Chair, Northeast Area Education Advisory Council
- Samantha Warfel, Interim President, Baltimore County Student Councils
- Jeanette Young, President, Education Support Professionals of Baltimore County

### **BCPS Design Team**

- Cabinet Lead: William Burke, Chief, Division of Organizational Effectiveness
- Co-Chair: Dr. Renard Adams, Senior Executive Director, Division of Curriculum and Instruction
- Co-Chair: Barbara Burnopp, Senior Executive Director, Division of Business Services
- Alyssa Alston, Senior Communications Officer, Department of Communications
- Geoffrey Bond, Position Management Officer, Division of Human Resources
- Kevin Connelly, Executive Director, Performance Management and Assessment
- James Corns, Executive Director, Department of Information Technology
- Pradeep Dixit, Executive Director, Department of Facilities Management and Strategic Planning
- Pamela Foresman, Staff Attorney, Office of Law
- Sharonda Gregory, Executive Director, School Support, Elementary Central Zone
- Michael Hodge, Director, Office of Staffing
- Ryan Imbriale, Executive Director, Department of Educational Options

- Heather Lageman, Executive Director, Department of Leadership Development
- April Lewis, Executive Director, Department of School Safety
- Homer McCall, Director, Office of Staffing
- Dr. Jennifer Mullenax, Executive Director, School Support, Elementary East Zone
- Dr. Amalio Nieves, Executive Director, Department of Social Emotional Supports
- Brandon Oland, Communications Specialist, Department of Communications
- Charles Patillo, Executive Director, Department of Business Services Operations
- Dr. Kathrine Pierandozzi, Executive Director, Department of Special Education
- Ann Rungfarsangaroon, Staff Attorney, Office of Law
- George Sarris, Executive Director, Department of Fiscal Services
- Megan Shay, Executive Director, Department of Academics
- Deborah Somerville, Coordinator, Health Services
- Dr. Melissa Whisted, Executive Director, Department of Academic Services
- Dr. Lisa Williams, Executive Director, Department of Equity and Cultural Proficiency □  
Dr. Myriam Yarbrough, Executive Director, School Support, Secondary West Zone

Aspects of this plan may be adjusted as conditions warrant. Please check the [BCPS website](#) for updates on the reopening of schools for 2020-2021 school year.

## **Appendix F: RICA/CEC Executive Board and School Administrative Team**

### **Tracey Heslop, Chief Executive Officer, RICA-Baltimore/CEC**

Carolyn Childs, IEP Coordinator, RICA-Baltimore/CEC

Molly Evans, Chief Operating Officer, RICA-Baltimore/CEC

Christine Hess, Clinical Coordinator, RICA-Baltimore/CEC

Sullay Jabati, Director of Nursing, RICA-Baltimore/CEC

Dr. Tonya Tuggle, Medical Director, RICA-Baltimore/CEC

Michael Mitchell, Assistant Principal, RICA-Baltimore/CEC

Dr. Lori Thalheimer, Principal, RICA-Baltimore/CEC